

Term One	Let's Celebrate
<p>This term we will be exploring familiar celebrations within our lives and the lives of others. Across the term, we will be carrying out geographical studies of our school and visits to the local area. These will support us to devise simple maps and construct symbols to represent key landmarks within our local area. We will start to consider how simple compass directions and directional and locational language can be used to describe the location of features and routes on our maps. Throughout this topic, we will be exploring the principles of healthy and varied diets and evaluate, design, prepare and taste our own smoothies.</p>	

VALUE OF THE TERM:	COMPASSION
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PLAY PROJECTS:	CONSTRUCT COMPOSE CALCULATE CREATE
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PE DAY:	FRIDAY
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READING BOOK CHANGE:	EVERY MONDAY (STARTING 16/09/24)
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Who will greet your child? (subject to change)

	Monday	Tuesday	Wednesday	Thursday	Friday
Olive Otter	DROP OFF: Tom PICK UP: Lorna & Tom	DROP OFF: Tom PICK UP: Tom	DROP OFF: Tom PICK UP: Lorna	DROP OFF: Tom PICK UP: Tom	DROP OFF: Tom PICK UP: Lorna

	Monday	Tuesday	Wednesday	Thursday	Friday
Otto Otter	DROP OFF: Lorna PICK UP: Lorna & Tom	DROP OFF: Lorna PICK UP: Tom	DROP OFF: Lorna PICK UP: Lorna	DROP OFF: Lorna PICK UP: Tom	DROP OFF: Lorna PICK UP: Lorna

Learn Together

In Learn Together, we will be exploring the themes of 'seasons' and 'love'.

We will be learning to:

- identify seasons and months within a year and discuss our favourite season.
- identify special events / celebrations during the year and discuss how some have a fixed date and others do not.
- talk about months and seasons where significant events happen in our lives such as birthdays, Easter, Diwali etc.
- identify some religious and secular celebrations and rites of passage that are associated with love.

This term will focus on the following rights:



ARTICLE 2: All children have all these rights and no child should be treated unfairly for any reason.

ARTICLE 8: You have the right to an identity.

ARTICLE 12: You have the right to an opinion and for it to be listened to and taken seriously.

ARTICLE 14: You have the right to think what you like and be whatever religion you want to be, with your parents' guidance.

Mathematics

Below is an outline of the intended progression of learning in mathematics this term. It may be altered where necessary.

Place Value (within 10)

Week One:

Sorting and counting objects with 1:1 correspondence.
Counting objects from a larger group.

Week Two:

Counting forwards and backwards within 10; starting and finishing at any given number.

Week Three:

Comparing groups of objects using correct mathematical language (fewer, more and same).*

Week Four:

Comparing numbers using correct mathematical language (less than, greater than and equal to).*

Week Five:

Comparing numbers using symbols.

Week Six:

Ordering numbers.
Representing numbers on a number line.

Week Seven:

Estimating (*making a good guess*) on a number line.

**Please be aware that 'fewer' is used when comparing group of objects or things e.g. "There are fewer blue cars than red cars". Whereas, 'less' is used when comparing values e.g. '5 is less than 10'.*

NumberSense

In our daily NumberSense sessions, we will be focussing on:

- Subitising numbers within 10.
- Making and breaking 10 e.g. $10 - 6 = 4$ or $4 + 6 = 10$.
- Making and breaking 4, 3, 2 e.g. $1 + 3 = 4$ or $3 + 1 = 4$.

English

Across the term, we will be looking at two focus books and one poet.



Our first focus book is 'Stardust' by Jeanne Willis. We will explore the plot, identifying plot points and emotions throughout the story. We will then retell the story in our own words, adapting the characters and themes, thinking about what makes us a star!

Our second is 'The Most Exciting Eid' by Zeba Talkhani and Abeeha Tariq. This book follows Safa's celebration of Eid al-Fitr and will help us to explore how her friends and family come together to celebrate.






Our poet this term is Michael Rosen. We will be focussing our work around his poem '[Chocolate Cake](#)'. We will be identifying rhyme, patterns and repeated phrases. We will also be discussing language, our favourite parts and curating actions to help us recite it.

Our focuses in writing this term will be on:

 Lowercase letter formation	 Listening and using sounds to help us spell.	 Using a sound mat to support our spelling.	 Saying our sentence aloud to check it makes sense.
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Alongside these, we will be aiming to write sentences that include capital letters, full stops and finger spaces.

<p style="text-align: center;">Art - Spirals</p> <p>In art, the focus of the exploration will be around spirals - an ancient symbol which we all recognise. We will discover how the way we hold a drawing tool, and move our bodies, will affect the marks we make.</p>  <p>Your child will be learning to;</p> <ul style="list-style-type: none"> • draw from their fingertips, wrist, elbow and shoulder. • draw from observation using a continuous line. • make different marks using a range of drawing tools including soft pencil, graphite stick, chalk, charcoal, handwriting pen. • look closely at an artist and their work; discussing what they like or dislike. 	<p style="text-align: center;">Geography - Local Geography</p> <p>In geography, we will be carrying out fieldwork to investigate our school and its surrounding area.</p>  <p>We will be navigating the school grounds using simple compass directions; North, South, East and West. To help us remember these we will be using the mnemonic 'Naughty Elephants Spray Water'.</p> <p>Your child will be learning to;</p> <ul style="list-style-type: none"> • use aerial photographs and plan perspectives to recognise key landmarks and features. • devise simple maps and construct basic symbols for a key. • use simple fieldwork and observational skills to study the geography of the school. • use locational and directional language (near and far, left and right) to describe the location of landmarks. • use simple compass directions to describe the location of landmarks. 	<p style="text-align: center;">Music - The Magical Toybox</p> <p>In music, we will look closely at a range of instruments and their families (harp, flute and bassoon). We will also sing songs together that feature these instruments.</p>  <p>Song One: Making Friends Song Two: Let's Get Ready Instruments: Meet the Instruments</p> <p>Your child will be learning;</p> <ul style="list-style-type: none"> • to sing songs with increased vocal control, responding to visual directions and counting in. • to understand basic musical structures (rhythm, pulse, pitch, timbre and texture). • to think critically about music we have heard. • to develop and expand their understanding of rhythmic notation. • to play classroom percussion musically and explore how music is created, produced and communicated.
<p style="text-align: center;">Computing - Data & Information</p> <p>In computing, we will begin to understand that labelling, grouping and searching are a common operation in many applications.</p> <p>Your child will be learning to;</p> <ul style="list-style-type: none"> • count, describe and group objects in different ways. • identify labels for grouped objects. • compare groups of objects by describing their properties. • understand that objects can be grouped in more than way. • decide how to group objects to answer specific questions. record and share data; understanding that it can be presented in different ways. 	<p style="text-align: center;">DT - Food</p> <p>In DT, we will be using the principles of a healthy and varied diet to prepare smoothies. We will learn a range of food processing skills using child-friendly utensils in a safe manner. We will conclude our learning by designing, making and evaluating our own smoothies.</p> <p>Your child will be learning to;</p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare smoothies. • use their senses to evaluate qualities of ingredients such as appearance, smell, taste, texture (how it feels in your mouth). • use simple child-friendly utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. 	<p style="text-align: center;">Physical Education - Coordination & Static Balance</p> <p style="text-align: center;"><u>Coordination: Footwork</u></p> <p>Your child will develop their footwork skills and knowledge by:</p> <ul style="list-style-type: none"> • moving side to side in both directions (side-step), progressing these to include front pivots (180 degree turns). • galloping, leading with either foot. • skipping and hopping on either foot, progressing to learning how to hop-scotch, alternating their hopping leg each time. <p style="text-align: center;"><u>Static Balance: One Leg</u></p> <p>Your child will develop their static balance skills and knowledge by:</p> <ul style="list-style-type: none"> • balancing on one leg, keeping their head up and maintaining balance for ten seconds, progressing to thirty by the end of the term. • balancing on one leg, with their eyes closed and head up. • balancing on one leg, with their eyes closed and head up on an uneven surface.
<p style="text-align: center;">Religious Education - Belief Systems</p> <p>In Religious Education, we will begin to explore two belief systems: Christianity & Islam. We will be exploring celebrations, books, places, objects and symbols which are special to Christians and Muslims.</p>	<p style="text-align: center;">Science - Seasonal Change</p> <p>In science, your child will be learning to observe seasonal changes. These include the different weather conditions and changes in day length across the four seasons. We will be using and making a range of scientific tools (anemometers) and our five senses to make observations.</p>	

Supporting your child at home

Below you will find some optional ways to support your child at home:

Mathematics

At school we are learning to recognise up to ten items without counting them; this is called 'subitising'. Subitising helps children to develop a good understanding of quantity. Below are some activities you could complete at home to support this.

Match my fingers

1. You hold out one hand, with some fingers showing and some bent.
2. Ask your child to copy this pattern with their own hand.
3. Ask your child how many fingers they are showing.
4. Repeat the process, showing different numbers each time.

Hop, jump, clap

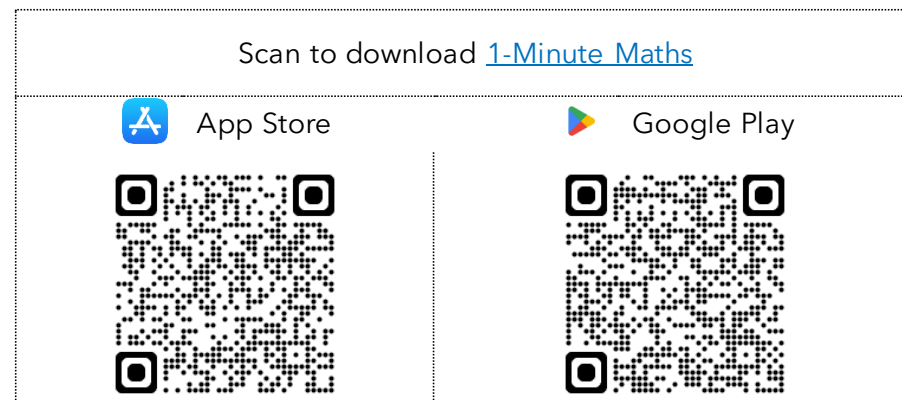
1. Ask your child to complete an activity such as 'can you hop 3 times?'; making sure you show the number on your fingers.
2. Ask your child to give you an instruction; they should also display the correct number of fingers.

As your child grows in confidence, they will start to recognise the number of fingers, rather than counting them one by one. If your child is confident, you could start by using different finger arrangements e.g. the number 2 could be shown using 1 finger on each hand.

White Rose 1-Minute Maths

White Rose provides a '1-Minute Maths' application that can be used to practise number facts or subitising at home. You can download this application scanning these [QR codes](#) or via:

<https://whiterosemaths.com/1-minute-maths>

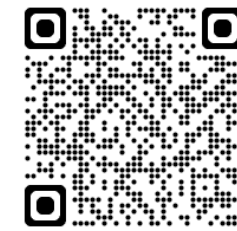


Phonics

Just like reception, in year one, we follow the Letters and Sounds phonics programme. Letters and Sounds have a tailor made section of their website to provide support and information to parents.

You can use the link or scan the [QR code](#) below to find a wide range of information and videos to support your child with their reading and/or Phase 2, 3 and 5 sounds.

[For parents | Letters and Sounds \(littlewandlelettersandsounds.org.uk\)](https://www.littlewandlelettersandsounds.org.uk/parents)



Handwriting

This term we are going to focus on some of our 'Long Ladder Letters'.

